

## Meeting Students Where They Are: Introducing Service-Learning with Digital Media to Increase Self-Efficacy for Future Community Engagement

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This study evaluated the efficacy of using digital media to introduce service-learning to undergraduate and graduate students. Students, faculty, and community engagement staff created two videos that introduced students to either a one-time or a semester-long service-learning assignment. Service-learning courses were matched for degree level, and then half of the classes viewed a video when the service-learning project was assigned. The authors hypothesized that students who viewed digital media would have higher self-efficacy for community engagement and a more positive service-learning experience than students who did not view the digital media. Results from the Community Service Self-Efficacy Scale and responses to questions about the service-learning experiences confirmed our hypotheses. Students who viewed the digital media had higher self-efficacy for engaging in their service-learning experiences initially, and these students also described a more engaged service-learning experience compared to students who did not view the digital media.

**Keywords:** *service-learning, digital media, self-efficacy, civic engagement*

John Dewey (1916), the much venerated and celebrated educational reformer, believed the purpose of education was to perpetuate a moral and democratic society, and he believed students should be educated through active experiences with others. He described authentic, integrative experiences as those in which students collaborate with others, encountering problems through life experience and working together to find solutions; thus, in Dewey we find the roots of service-learning. However, Dewey likely never imagined college as it exists today, with students toting smartphones, tablets and laptops that can access the Internet and class materials from almost anywhere. Nor could he have imagined how connected the world is today and how easily students can both engage with and disengage from others in their communities. This research project posed the following question: How could we use technology, specifically digital media, to connect with students and engage them in service-learning experiences more deeply. We aimed to meet millennial students “where they are”—online—to capture their attention and introduce them to integrative service-learning

experiences. We hoped that using digital media to connect with students would help them begin their service-learning experiences strongly and encourage continued community engagement, creating engaged citizens who make meaningful contributions to moral and democratic society even after the service-learning experience ends.

Service-learning experiences can promote citizenship by providing students with the opportunity to cross campus boundaries and engage with diverse communities, gain an understanding of how policies impact communities, develop a sense of responsibility for others, develop cognitive complexity in understanding social issues, develop critical thinking and interpersonal skills necessary to engage with others, connect classroom learning to the real world, and reflect upon these experiences and the roles students can play in their communities under the guidance of a professor (Dipadova-Stocks, 2005; Eyler & Giles, 1999). In addition to fostering all of these skills, service-learning can also enhance students' self-efficacy for service—that is, it can develop students' beliefs that their skill sets can be used to benefit others, and it can encourage students to be engaged citizens.

Previous researchers have investigated how service-learning impacts students' citizenship attitudes and behaviors. Many researchers have focused on individual courses and student outcomes at a single college campus. One study, for instance, examined college students in a sociology class who did or did not engage in service-learning; at the end of the semester, students who engaged in service-learning expressed significantly greater intentions to serve others than they did at the beginning of the semester (Kendrick, 1996). In this same study, at the end of the semester, students who engaged in service-learning also had a significantly stronger view that individuals could make an impact on society compared to students who did not engage in service-learning. In another study, students in a philosophy class who participated in service-learning also described greater commitment to future community engagement and greater confidence that they could have an impact on their communities compared to students who did not participate in service-learning (Fenzel & Leary, 1997). Similarly, students at Tulane University were surveyed at the beginning and end of a semester about a variety of factors related to service-learning. Students who engaged in service-learning that semester demonstrated positive increases in their attitudes toward future civic action, whereas students not engaged in service-learning showed no increase (Moely, McFarland, Miron, Mercer & Ilustre, 2002). Finally, in another study, college students who participated in a service-learning laboratory demonstrated a greater sense that an individual can have an impact on a community through action and that community involvement is important to the welfare of society (Giles & Eyler, 1994). Fully half of the students who completed the service-learning laboratory indicated that the most important thing they learned was commitment to serving others. All of these studies provide preliminary evidence that service-learning can impact thoughts and attitudes about future community engagement.

In addition to these single-institution studies, larger studies have focused on how service-learning can impact students' civic engagement attitudes and behaviors. In nationwide surveys and interviews with college students, Eyler and Giles (1999) concluded that service-learning increased students' knowledge about community engagement and their interpersonal skills, as well as personal and community efficacy. Likewise, in their *Comparing Models of Service-Learning* project, Eyler, Giles, and Braxton (1997) gathered survey data from over 1,500 college students and found that students who engaged in service-learning reported greater confidence that they could have an impact on their communities, that they could solve social problems, and that they felt connected to their communities. A meta-analysis of 37 empirical studies also revealed that students who engaged in service or service-learning reported greater cognitive complexity in their thinking about society and their roles as citizens (Perry & Katula, 2001). Another meta-analysis of 62 empirical studies of students in elementary school through college who engaged in service-learning also concluded that service-learning had a positive impact on civic engagement attitudes such as altruism, civic responsibility, and voting behaviors (Celio, Durlak, & Dymnicki, 2011).

In sum, researchers have accumulated substantial evidence that suggests that engaging in service-learning in college can have a positive impact on students' civic engagement attitudes. However, researchers have also made an important distinction between civic engagement attitudes and behaviors; there is a difference between planning to engage and actually engaging in the community. According to

Bandura's (1993) social learning theory, attitudes and beliefs can influence one's behaviors. Behavioral choices are based upon self-efficacy—one's thoughts about whether one can accomplish a goal. If an individual has high self-efficacy, or a strong belief that one can meaningfully engage in the community, he or she may be more likely to choose to participate in the community. Thus, a positive service-learning experience may lead to high self-efficacy for community engagement and, ultimately, future civic engagement.

How can faculty and staff create positive service-learning experiences for students in order to build their self-efficacy for future community engagement? Researchers have described aspects of service-learning that students find appealing such as the opportunity to achieve a goal, contribute to others' success, and develop one's own skills (McCarthy & Tucker, 1999). Students in another study also identified factors that increased their motivation to engage; in addition to simply enjoying the service-learning experience, they were driven by the chance to help others and form relationships (Darby, Longmire-Avital, Chenault, & Haglund, 2013). Importantly, researchers have also identified a number of barriers students perceive when assigned a service-learning experience (see Table 1), including communication issues, time pressures, and transportation challenges (Darby et al., 2013; Maccio & Voorhies, 2012; McCarthy & Tucker, 1999; Rosing, Reed, Ferrari, & Bothne, 2010).

**Table 1.** Research Studies Examining Student-Identified Barriers to Service-Learning Experiences

Researchers	Study Sample & Method	Barriers Identified
McCarthy & Tucker, 1999	Undergraduate and graduate students' attitudes about a hypothetical class with a service-learning component	Lack of support from the community partner, lack of time, and lack of resources
Rosing et al., 2010	Comments from undergraduate students on evaluations of their service-learning experience	Lack of organization at the community partner site, lack of communication between the site and the community partner, lack of direct contact with clients, the process used to place students at sites/students' ability to choose their site, not enough time with the community partner, transportation, and time pressures
Darby et al., 2013	Factors that decreased motivation in undergraduate students to go to their service-learning site at the beginning, middle, and end of the semester	Miscommunication with the community partner, service not connected to classroom learning, transportation issues, and time pressures
Maccio & Voorhies, 2012	Social work students' perceptions of service-learning	Time pressure, lack of communication and involvement with staff at the community partner site, and lack of communication between the professor and the community partner

We proposed using digital media—with which college students are highly familiar—to connect with students, highlight the positive aspects of service-learning, and overcome some of the barriers students

perceive when given service-learning assignments. Today's college students are nearly in constant contact with others via the Internet, smartphones, and tablets (Lenhart, Purcell, Smith, & Zickuhr, 2010). Lenhart et al. (2010) described students as easily engaged through digital media and more engaged in brief web-based social media outlets than previous generations of students. A search of the scholarly literature found no articles describing the impact of using digital media to connect students with service-learning or civic engagement activities. However, an Internet search revealed many instances of college service-learning and civic engagement offices using digital media to connect with students. Service-learning and civic engagement offices are indeed using digital media, but is doing so an effective strategy to engage students? This was our guiding research question as we investigated how we could use digital media to effectively engage students in service-learning.

Through digital media, we used modeling to teach students new community engagement behaviors, promote positive attitudes about service-learning, and reinforce behaviors that contribute to strong service-learning experiences (Bandura, 1971). Our hope was that this would help students begin their service-learning assignment positively, engage fully, and develop a strong self-efficacy for future community engagement.

## Creating Digital Media

We began the research project with a multidisciplinary team composed of students who had engaged in service-learning, staff from our community engagement office, a professor with expertise developing digital media, and a professor with expertise in educational psychology and evaluation. As a team, we worked to develop a storyline for several videos that would introduce students to service-learning, answer commonly asked questions, address fears and anxieties about engaging in service-learning, and describe the benefits of service-learning. We then created those videos by filming current and former students engaging in service-learning and by filming interviews with students and faculty who engaged in service-learning, staff from the community engagement office, and staff from community partner organizations. Throughout the video production process we hosted several viewings (with faculty, staff, and students), during which the videos were critiqued.

After 10 weeks, the team produced two polished videos to share with students and faculty. One video, *What Is Service-Learning* (<http://tinyurl.com/what-is-S-L>), was intended for students enrolled in courses that included a semester-long service-learning assignment. The three-minute video opens with the mission and purpose of the university's community engagement office, citing that 86% of the university's students believe civic engagement is essential to their education at the university. The video then describes what service-learning is, shows several community partners and students engaged in service at partner sites, and includes excerpts from interviews with students and interviews with alumnae who currently work at the community partner organizations describing the benefits of service-learning. The second video, *One-Time Service-Learning* (<http://tinyurl.com/one-time-S-L>), was intended for students enrolled in courses that included a one-time service-learning assignment. This three-and-a-half minute video begins with a staff member of the community engagement office describing service-learning and how it relates to the social justice mission of the university. The video then features several community partners describing what service-learners do at their organizations and how they contribute to the community as well as students describing how they engage with the community partners. Importantly, this video also shows students getting into a university van, which highlights how the community engagement office overcomes one often-cited logistical barrier: transportation.

Upon creating these two introductory videos, we conducted an evaluation study to determine the efficacy of the digital media in achieving our goals. Our review of the literature revealed no published studies that examined the impact digital media have on students' service-learning experiences, although reviews of service-learning digital media already online did show that many colleges and universities are using digital media. We hypothesized that students who viewed digital media would have higher self-efficacy for community engagement than students who did not view digital media. We also hypothesized

that students who viewed the digital media would evaluate their service-learning experiences more positively than students who did not view digital media.

## Method

### Participants

We conducted this study at a private, Catholic, liberal arts university in the Midwest that enrolls students at the associate, baccalaureate, and graduate levels. The baccalaureate program is for women only; thus, the majority of the students who participated were women (96.5%). We collected complete data from 117 students; however, 135 completed at least one of the evaluations. Of these 117 students, 41 engaged in one-time service-learning experiences, and 76 engaged in semester-long service-learning experiences. The students ranged in age from 18 to 56, with an average age of 23 ( $M = 23.18$ ,  $SD = 6.84$ ). The average grade point average (GPA) was 3.41 ( $SD = .55$ ), and most of the students were enrolled in the baccalaureate program (72.3%), followed by the graduate program (23.5%) and the associates program (1.7%; not all students responded to this question). The baccalaureate students were fairly evenly distributed in terms of previous credits earned. At this university, courses with an integrated service-learning assignment are clearly marked as such when students register for courses. The majority of the students were taking the course with integrated service-learning because they were required to take it for their program (87.4%), but the university itself does not have a service-learning requirement.

### Materials

To measure students' self-efficacy for community engagement, students completed the Community Service Self-Efficacy Scale (CSSES) (Reeb, Katsuyama, Sammon, & Yoder, 1998). This scale contains ten items, all of which students rated on a scale from *Quite Uncertain* (1) to *Certain* (10). (For example, the first item on the scale is "If I choose to participate in community service in the future, I will be able to make a meaningful contribution.") The scale has high internal consistency and validity (Bai & Stewart, 2010; Bringle, Phillips, & Hudson, 2004; Reeb, 2006; Reeb, Folger, Langsner, Ryan, & Crouse, 2010); students who engage in service-learning do show increases on the CSSES from pre- to post-test, and the more service students engage in, the greater the increase from their pre- to post-test score. Further, investigations of the CSSES have revealed that the scale does not reflect social desirability—that is, responders do not rate themselves more highly on their thoughts about engaging in future civic engagement because they know that behavior is valued by others (Reeb et al., 2010). The CSSES also correlates with intentions for future community engagement, and it correlates moderately with general self-efficacy (Reeb et al., 2010).

Participants also answered several demographic questions on the pre-test after completing the CSSES. These questions were designed to capture data regarding degree level (i.e., certificate, associates, baccalaureate, graduate), program of study, whether a course was required, college credits earned, previous experience participating in the community, gender, GPA, and age.

After the service-learning activity, students completed a post-test with the CSSES questions and 20 additional items that assessed the students' service-learning experience. All but two of the questions originated from Eyler and Giles' (1999) nationwide Comparing Models of Service-Learning project survey, which focused on evaluating outcomes of service-learning among college students. Students responded to the questions on a 5-point scale ranging from *Never* (1) to *Very often* (5). Examples of questions included: "During my service-learning I had challenging tasks"; "During my service-learning I talked and/or engaged with people receiving service"; and, "My instructor led discussions where we shared feelings about our service-learning." The two questions that were unique to this survey were: "During my service-learning I had meaningful work," and "During my service-learning experience I gained leadership skills."

## Procedure

To examine the efficacy of the digital media, we matched fall and spring semester service-learning classes in terms of student population (associates, upper/lower division baccalaureate, or graduate level). We then randomly assigned half of the matched pairs to the control condition and the other half to the digital media condition. Professors in the control condition introduced the semester-long or one-time service-learning assignment to their students as they normally did. However, professors in the digital media condition presented the service-learning assignment to their students using the relevant service-learning video (one-time or semester-long service-learning). Following this introduction to the service-learning assignment (either with or without the digital media), students received informed consent information and completed the pre-test measure. The pre-test was designed to capture students' initial responses to the service-learning activity and the immediate impact of the digital media or professor presentation on students. For students who participated in a one-time service-learning experience, a researcher returned to the classroom, and students completed the post-survey within one week of the service-learning experience. For students who participated in a semester-long service-learning experience, a researcher returned to the classroom, and students completed the post-survey at the end of the semester.

## Results

Students' previous volunteer and service-learning experience can be a factor that impacts one's self-efficacy for community engagement (Eyler & Giles, 1999). Thus, students were asked to describe how often they volunteered in the community, using a scale from *Never* (0) to *Frequently* (4). Students in the sample had some experience engaging with the community (see Table 2), with the majority (41.2%) reporting that they *sometimes* volunteer. This variable was used as a covariate in the overall analysis.

**Table 2.** Frequency of Previous Volunteering in the Community

	N	Percent
Never	7	5.9
Once in a great while	30	25.2
Sometimes	49	41.2
Fairly often	19	16
Frequently	9	7.9

Participant responses to the CSSES were averaged to create an overall score for each participant, which could range from 1 to 10. As found in previous studies (Bai & Stewart, 2010; Bringle et al., 2004; Reeb, 2006; Reeb et al., 2010), the CSSES had strong internal reliability with a coefficient alpha of .94.

We hypothesized that students who viewed digital media would have higher self-efficacy (as measured by the CSSES) for engaging in service-learning than students who did not view digital media. To analyze this hypothesis, we calculated a mixed analysis of covariance with the pre- and post-CSSES as within-subjects variables and condition (digital media or control) as a between-subjects variable with frequency of volunteering as a covariate. The number of participants who viewed the digital media and engaged in a one-time service-learning experience was too small ( $N = 9$ ) to analyze the one-time and semester-long service-learning groups separately, so they were analyzed together. Overall, the results supported the hypothesis. Students who viewed digital media had significantly higher self-efficacy for community engagement (pre-service-learning  $M = 8.58$ ,  $SD = 1.16$ ; post-service-learning  $M = 8.90$ ,  $SD = 1.01$ ) than students who did not view the digital media (pre-service-learning  $M = 7.73$ ,  $SD = 1.52$ ; post-service-learning  $M = 8.13$ ,  $SD = 1.45$ ;  $F(1, 87) = 7.38$ ,  $p = .008$ ; see Table 3). Students in the control group experienced a significant increase in their self-efficacy from the time the service-learning experience was assigned to when they completed the post-test ( $t(49) = 3.08$ ,  $p = .003$ ). However, students

in the digital media group did not experience a statistically significant increase in their self-efficacy from pre- to post-test, although there was a slight increase.

**Table 3.** Student Responses to the CSSES at the Beginning (Pre-) and End (Post-) of Their Service-Learning Experience

	N	Pre-CSSES		Post-CSSES	
		M	SD	M	SD
Control	42	7.73	1.52	8.13	1.45
Digital Media	49	8.58	1.16	8.90	1.01

Additional questions about the students' experiences both at the service-learning site and in the classroom were averaged to create an overall "Experience" score for each participant. The questions had strong internal reliability with a Cronbach's alpha of .92. The overall average response indicated that students had positive and engaged service-learning experiences. However, students who viewed the digital media reported having a stronger and more engaged experience upon completing the service-learning assignment than students who did not view the digital media ( $t(75) = -2.034, p = .046$ ). The overall difference was moderate (control  $M = 3.29, SD = 0.86$ ; digital media  $M = 3.61, SD = 0.68$ ).

## Discussion

The goal of our research study was to use digital media, something with which college students are eminently familiar, to connect with students and introduce them to service-learning so they could develop positive self-efficacy for community engagement and deepen their service-learning experiences. We achieved our goal, as the students who viewed the digital media had higher self-efficacy for engaging initially in their service-learning experience. This higher self-efficacy may have also contributed to these students describing their service-learning experience as being more positive and more engaged. The students who did not view the digital media did feel able to engage in the community upon beginning their service-learning experience, and they also described having a positive service-learning experience; however, they did not report having as positive and involved an experience as the students who viewed the digital media.

Our results concur with those of other researchers who have found that engaging in service-learning experiences increases students' attitudes and beliefs about future community engagement (Celio et al., 2011; Eyler et al., 1997; Fenzel & Leary, 1997; Giles & Eyler, 1994; Kendrick, 1996; Moely et al., 2002; Perry & Katula, 2001). In addition, these results also support Bandura's (1971; 1993) social learning theory and his research on modeling. The videos depicts students engaging in service-learning at community partner organizations, modeling what service-learning "looks" like, and the interviews described the purpose of service-learning and what students—and the community—gained from the service-learning experience. Thus, the videos potentially helped students overcome many of the barriers they perceived to engaging in service-learning when the assignment was announced. The videos also show students enjoying service-learning and highlights its many benefits. This initial increase in self-efficacy may have immediately altered student's attitudes so they began the experience more positively. This immediate, elevated self-efficacy may also be the reason why students who viewed the digital media did not report statistically significant increases in their self-efficacy from the beginning to the end of the service-learning experience.

The results of this study are especially relevant to the current millennial generation. The average age of participants in our sample was 23, which places our participants solidly in the millennial generation. According to a Pew research report on civic engagement and the Internet, adults of all ages are equally likely to engage in their communities (Smith, 2013). However, young adults are more likely to engage

online. Further, the Pew study found that 39% of all adults and 67% of adults aged 18-24 engaged in political activity on a social networking site such as posting in support of a cause or following a politician. Thus, the potential for digital media to encourage young adults to engage in their communities is substantial. If college students—or millennial-aged adults—can learn more about how to engage in their communities and gain confidence in their ability to engage effectively by watching brief videos online (for instance), then they may be more likely to follow through on their plans to engage in their communities. Viewing digital media to prepare for a service-learning experience may provide college students in particular with the impetus they need to fully engage in their communities, going beyond posting, Tweeting, or donating money to causes. Carefully crafted digital media that describe the benefits of service-learning and suggest methods to overcome perceived barriers to service-learning may support millennial adults in developing positive self-efficacy for engaging in the community. This increase in self-efficacy may in turn increase the likelihood of young adults actually engaging in the community beyond service-learning.

## Limitations to the Study

It is important to note that results from this study may not readily generalize beyond institution at which the research took place. The majority of the students who participated in the evaluation study were women. Previous researchers have described women as being more comfortable with service-learning assignments (McCarthy & Tucker, 1999) and more inclined to engage in service because they felt strongly about a cause (Chesborough, 2011). Results from the pre-CSSSES bear this out, as for both the digital media and control conditions, students began their service-learning experience with fairly high self-efficacy for community engagement (both means were above 7.0 on a 10-point scale). Even accounting for this elevated self-efficacy for engaging in the community, students who viewed digital media still had significantly higher self-efficacy at the beginning and end of the service-learning experience than students in the control condition. Perhaps if we had used Reeb et al.'s (2010) self-efficacy measure—which is more sensitive to change—the increase in self-efficacy that digital media students experienced from pre- to post-service-learning might also have been statistically significant.

Although the majority of our sample consisted of women, nearly a quarter of our sample consisted of graduate students. According to a recent Pew research study, adults who were more highly educated were more likely to engage in their communities (Smith, 2013). Thus, beyond creating digital media for service-learning courses, creating digital media that target adults who are seeking or have earned advanced degrees may be especially potent. If digital media can be used to increase one's self-efficacy for civic engagement and increase the chances that students will have a positive service-learning experience, these adults may be even more likely to seek out additional experiences to engage in their communities. As young adults progress through college or graduate school, they may seek out additional opportunities to apply their learning beyond the classroom and continue in these civic engagement experiences beyond graduation.

Another limitation of this evaluation study was the timing of the self-efficacy measure. Students did not complete the self-efficacy measure before being introduced to the service-learning assignment. As a result, we cannot know if the students in the control and digital media groups had equivalent self-efficacy for engaging in the community from the beginning. We could have administered the CSSSES to all students before they were introduced to the service-learning assignment (i.e., before they viewed the digital media or not), and this would have provided us with a better sense of equivalency of the two groups of students. However, we thought there might be short- and long-term impacts of the digital media, and we wanted to capture both. In order to capture both the short- and long-term impacts of the digital media, we would have had to administer the CSSSES before the service-learning was introduced, immediately after the service-learning was introduced (i.e., half of the students viewed the digital media), and then administer the CSSSES again after the service-learning experienced ended. We thought three CSSSES administrations would be too burdensome for the professors who allowed us to use class time for



this evaluation. We also thought students might experience some fatigue with the CSSES, or that taking the CSSES immediately before and after the service-learning was introduced might arouse their curiosity and influence their behavior because the time lapse between administrations would have been less than 30 minutes. Therefore, we chose instead to randomly assign matched pairs of classes to the digital media and control groups and allow random assignment to even out any unique characteristics of students regarding their self-efficacy to engage in service-learning. We did match the classes in terms of credits earned, degree program, etc.

One final limitation to the study was that we were not able to collect enough data to analyze the impact of digital media according to type of service-learning experience—that is, one-time or semester-long. A one-time service-learning experience is an entirely different experience for a student than one that is integrated throughout the semester. A student who engages in service-learning only once for just two to three hours may not be as invested in the experience as a student who engages in service-learning at the same organization across a semester. A one-time service-learning student may feel less nervous about the experience, and this may be reflected in one's self-efficacy for engaging in the community. A semester-long service-learning student may also have a more positive experience because one bad day can be balanced out by other better days.

## **Conclusions and Future Research**

Despite these limitations, digital media appear to be useful tools for higher education institutions to introduce service-learning experiences and promote students' self-efficacy for engaging in the community. College students spend a significant amount of time online (Wesch, 2007) and are seemingly comfortable engaging in their communities online (Smith, 2013); thus, connecting with students online may be a valuable way to introduce them to the benefits of service-learning, overcome perceived barriers to service-learning, and begin developing a positive self-efficacy for engaging in the community. We created our digital media entirely from scratch, which included training novice students on recording and editing video, and we based the digital media on our students' experiences with service-learning. The service and the interviews we recorded captured a diverse array of students, faculty, and community partner organizations in order to represent the university and its community engagement efforts as holistically as possible. We believe that our approach, centered upon our students' experiences, contributed to the success of our digital media.

Future researchers and individuals who support community engagement work should continue to examine how digital media can enrich students' service-learning experiences. At our university, we are currently creating additional videos that can be used throughout a semester-long service-learning experience to encourage students to reflect upon their service, relate their classroom knowledge to their service, and integrate their experiences back into the classroom. We are also creating videos for faculty that introduce them to service-learning and support them as they integrate service-learning into their curricula. We have found that faculty are often unsure of how to facilitate discussions around service-learning, and students are not always prepared to engage in reflection to contribute to class discussions. These videos will help faculty and students to have stronger classroom discussions about their service-learning experience. Continued evaluations of these types of digital media will help to ensure that they are achieving the goal of supporting faculty and students in their service-learning. Subsequent evaluations of the digital media could also include more pre- and post-testing to measure baseline and short-term impacts of the digital media. Additional focus group data could also enrich our understanding of how digital media affects students' preparation to engage in their communities.

Our institution does not have an especially strong or well-funded digital media program, yet we were able to successfully create and launch these videos. Thus, we believe this is a project other institutions could undertake and implement successfully. It also may be possible for institutions to join together to create a digital media repository from which faculty, students, and community engagement offices could store and retrieve videos—not necessarily institution-specific—for use in classrooms. The efficacy of

more broadly focused videos would need to be evaluated; however, this could be a more efficient means to use digital media to help students have positive service-learning experiences.

In summary, we successfully created digital media that introduced students to service-learning. The digital media, when viewed in the classroom when service-learning assignments were introduced, prepared students to engage in the community. Students who viewed the digital media had greater self-efficacy for engaging in the community than students who did not view the digital media. Further, upon conclusion of the service-learning experience, students who viewed the digital media reported having a more positive experience than students who did not view the digital media.

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